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THE RELATIONSHIP BETWEEN STUDENTS' MOTIVATION AND THEIR LEARNING ACHIEVEMENT Dian Rosmayanti¹, Hilva Yanuarti² 1 IKIP SILIWANGI 2 IKIP SILIWANGI 1 diianrosmayanti@gmail.com, 2 hilvayanuarti@gmail.com Received: XXXXX X, XXXX; Accepted: XXXXX X, XXXX Abstract Among the factor influencing students learning, motivation becomes one of the momentous factors that may affect students learning achievement. The aim of this study is to investigate the relationship between students' motivation and their learning achievement.

The subject were 88 second year students at Science major class of an Islamic high school in Cimahi City in the second semester of the Academic year 2018. The research uses quantitative corelation as a method consisting of two variables, namely students motivation (independent) and students achievement (dependent). The writers uses questionnaire as an instrument to collect the data and the student English score from their English teacher. The data analyze use SPSS.

Finding from this study indicate that there are any relationship between students motivation and their learning achievement. The relationship between students' motivation and their English learning achievement was significantly and has Medium Correlation. When the result showing 0.580 appropriate with Pearson Correlation degree Value 0.41 s/d 0.60 = Medium Correlation. Keywords: Relationship, Motivation, Achievement How to Cite: Rosmayanti Dian.,

Yanuarti Hilva., (2018). The Relationship Between Students' Motivation and Their Learning Achievement. Infinity, X (X), XX-XX. __ INTRODUCTION English language as an International language which that many people all the world used English for communicate. The term English as an International Language (EIL) was first proposed by

Smith (1976) as cited by (Nicholson, 2015) defined as a language that is used between members who come from different "linguacultures".

In Indonesia itself English language is as a foreign language that means the language is not used to communicate in their regularly activities but is taught in classrooms. English language is taught since Elementary School until Collage. Learning English language at Elementary school until High school in Indonesia is usually done once or twice a week for an hour or two each time.

With the limited that time making students have a limited abilities in speaking, reading writing or understanding the English language. In language acquisition process, learning in weeks results in pretty little achievement. In addition to the limited factor of learning English in school, another factor of the lack of students' mastery of English is that they hardly find english-speaking community in their environment (Panggabean, 2015).

Further, he argue that a native speaker get his language because he keeps learning by thinking, listening, and speaking in the language he is learning, meaning, he learns the language regularly and many students in Indonesia do not realize how momentous the English language for their future (Panggabean, 2007). According to Crookes and Schmidt (1991) as cited by (Alizadeh, 2016) motivation is as the learners' orientation regarding the aim of learning second language.

According to Suprijono (2009) that motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior (Asvio, N. Arpinus, 2017). To increase learning motivation Makmum (2010) states that we can identify some indicators in certain stages. There are eight kinds of indicators of motivation :1) the duration of the activity;2) the frequency of the activity; 3) persintence of the objectives of the activity: 4) fortitude, tenacity and ability in the face of actions and difficulties to achieve the objectives; 5) devotion and sacrifice to achieve aims; 6) the level of aspirations to be achieved by the activities carried out; 7) the level of qualification achievement; and 8) toward its attitude toward the target activity.

According to Meanwhile, dimensions and indicators of motivation based on the Brophy and Good (1990) theory of learning motivation are : 1) intrinsic dimension actively involved the learning activities, the urge to find out things related to lessons and encouragement to learn independently; and 2) extrinsic dimension avoiding teacher punishmen1ts, encouragement to get praise from the teacher, the urge to please parents, the urge to get goot grades and encouragement from friends (Asvio, N.

Arpinus, 2017). Elliot and Covington (2001) as cited by (Alizadeh, 2016) claims

motivation gives the reasons for peoples' action, desire, and need. Chomsky as cited by Kaswan & Suprijadi (2014) stated the importance of activating learners' motivation :“ The truth of the matter is that 99 percent of teaching is making the students feel interested in the material.”.

Motivation is distinguished into two type: Intrumental motivation : Wanting to learn a language because it will be useful for certain instrumental goals, such as getting a job, passing an examination, etc. Integrative motivation : Wanting to learn a language in order to communicate with people of another culture who speak it.

Learning motivation is an momentous field in language pedagogy since it is seen as one of the key variables contributing to go the successful acquisition of foreign language or second language Kormos & Csizer (2010) as cited by (Choosri, C., & Intharaksa, 2011). Students motivation can influence their English language achievement. Learning achievement is the outcome a person gain when doing certain tasks or activities Tu'u (2004) as cited by (Asvio, N. Arpinus, 2017).

Their argue it is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or number grades given by teacher. According to Poerwanto (2007) that learning achievement is result someone achieved in learning as stated in the report card, Furthermore, Winkel (2003) states that learning achievement is a testament to the success of students in the learning or someone's ability in doing learning activities in accordance with the quality gained as cited by (Asvio, N. Arpinus, 2017).

Many studies have done research about motivation for example in Thailand by Chalernporn Choosri and Usa Intharaksa the that subject: Relationship between Motivation and Students' English learning Achievement: A study of the second -year vocational certificate level Hatyai Technical Collage Students performance that motivation has helpful correlation with student's English achievement. The lack in the motivation and learning achievement has been additional motive to investigate these factor.

It is the writers meaning conducting this study to research and report the relationship between motivation and student's achievement. METHOD This study is a quantitative correlation consisting of two variables, namely students motivation (independent) and students achievement (dependent). The respondent of this study are 88 students of grade XI Science Major. The instrument was questionniare (see Table 1) which was adopted from Choosri, C.,

& Intharaksa (2011), The questionnaire was divided into 2 parts. The first part consisted

of 17 items asking about instrumental motivation goals such as in receipt of a job, momentary an examination) in English learning and the second parts consisted of 8 items asked about integrative motivation in English learning.

The questionnaire was deliberate by a 5-point likert scale (1= strongly disagree; 5= strongly agree) Gao et.al (2007) as cited by (Choosri, C., & Intharaksa, 2011). The questionnaire was translated into Bahasa Indonesia in command to easily for respondents understood the questionnaire. Respondents were required to choose a number on a 5-point Likert scale base on their own answer.

The writer also used document, is the list of students English score from their English teacher. The data analysis the writer used Pearson Formula in SPSS. Table 1.

Questionnaire No _Question _Strongly Agree _ Agree _Less Agree _ Disagree _Strongly Disagree __1 _I have to use English in my future career. _____2 _I want to get good position. _____3 _I want to get good income. _____4 _I want to broaden my knowledge.

_____5 _I want to know and communicate with foreigners. _____6 _I want to learn various events around the world. _____7 _I can read textbook. _____8 _I can understand English movie, video or radio program. _____9 _I want to search for English information on the internet. _____10 _I want to get good grade. _____11 _I want to further my study. _____12 _I want to travel to English speaking countries.

_____13 _Learning English make me feel happy. _____14 _Learning English can give me a sense of achievement. _____15 _The knowledge in English can enhance the achievement in various aspects. _____16 _Other people will respect me more if I know English. _____17 _An educated person is supposed to be able to speak English. _____18 _I want to be a part of English – speaking groups.

_____19 _I want to keep in touch with foreign friends and acquaintance _____20 _I want to learn about foreigners' lifestyle in English speaking countries. _____21 _The more I get to know native speakers, the more I like/ appreciate them. _____22 _I want to learn their culture and various English speaking people. _____23 _I want to participate in the activities of other cultural groups.

_____24 _I want to understand English arts, literatures and history. _____25 _I want to understand the relation between languages , cultures and native speakers' lifestyles. _____ Table 2. Value of Catagory in Questionnaire Category _Value _Strongly Agree _5 _ Agree _4 _Less Agree _3 _Disagree _2 _Strongly Disagree _1 _

RESULTS AND DISCUSSION Results To get the data the writers used questionnaire consist of question about students motivation toward English Language.

To know **the relationship between motivation and students'** learning achievement the writer calculated the data between questionnaire and a list of students English score from their English teacher used pearson data analysis used SPSS Formula. The result is listed in table 2 Table 3. Correlations __ Motivation_achievement __motivation
_Pearson Correlation _1 _580** __Sig. (2-tailed) __.000 __N_88_88 __achievement
_Pearson Correlation _580**_1 __Sig. (2-tailed) .000 __N_88_88 __**. **Correlation is significant at the 0.01 level (2-tailed).**

__ Based on the Table 3. There are any relationship between students' motivation and their learning achievement seen from Sig. 2 tailed $0.000 < 0.005$. The that relationship distribution is positive seen from pearson correlations of motivation is 1. The pearson correlation of achievement is 0.580 that mean Medium Correlation seen from Correlation Degree below ; According to Correlations degree Pearson Correlation Value 0.21 s/d 0.40 = Less Correlation Pearson Correlation Value 0.41 s/d 0.60 = Medium Correlation Pearson Correlation Value 0.61 s/d 0.80 = Strong Correlation Pearson Correlation Value 0.81 s/d 1.00 = Perfect Correlation Source : www.spssindonesia.com
Discussion The result of corelation between student motivation and their English learning achievement follow the motivation and English learning achievement were significantly positive relationship **correlated with each other.**

This result of the study indicate that there was positive relationship between student motivation and their learning achievement. This study **showed that there is positive** relation between student motivation and their learning achievement because their r is 0.580. the corelation is significant because the observed r (0.580) is greater than critical r (0.270) at the significance level of **the 0.01 level (2-tailed).**

The shared vriance or r^2 is 0.3364 means that students learning achievment is accounted for by students learning motivation. **CONCLUSION** Based on analyzed it showed there are any relationship between students' motivation and their learning achievement at Islamic Senior High School in Cimahi city where the writers used grade XI at Science major classes that consists of 88 students as respondents. The relationship seen from Sig. 2 tailed $0.000 < 0.005$ and the distribution of that relationship is positive. Based on the data pearson correlation of achievement is 0.580 that mean Medium Correlation.

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